**Article Critique: Conditions for Classroom Technology Innovations by Yong Zhao**

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| I read… | I think… |
| * A fundamental issue around the interaction between technology and education is the condition which technology can be effectively used in classrooms to improve student learning. | * Zhao focus is that teachers should not use technology if the use of the technology does not make an impact on student’s learning. |
| * The teacher is naturally the first person one can look to factors that affect classroom technology uses. Three factors associated with the teacher have been found to contribute significantly to the success of classroom technology innovations; technology proficiency, pedagogical compatibility, and social awareness. | * Zhao makes some significant valid points about the three factors associated with the success of classroom technology innovations. These points should be reviewed by administrators when they are encouraging the use of technology into the classroom. |
| * Traditionally, technology proficiency has been understood as the ability to operate a piece of equipment or use a software application. However, our observations suggested that an additional dimension of technology proficiency plays an equally important part: knowledge of the enabling conditions for a technology-that, knows what else is necessary to use a specific technology in teaching. | * There were several times when I had to use my advance skills to troubleshoot a software program. I was able to solve the problems because I used the Moviemaker program for several years so I am aware of what issues may occur and how to resolve it. For example, Moviemaker sometimes freezes so to unfreeze the program I teach my student to press Control, Alternate and Delete to reboot the program this way their previous work will retrieve automatically. |
| * What is interesting is that although most teachers reported to be proficient in basic computing applications (especially those that do not involve the understanding of the broader computing system); there were significant differences on measures of measures of more advanced applications that require operations of more than one component. | * Zhao makes another interesting point about technology proficiency. Teachers must receive extensive innovative technology training in order for teachers to become advanced in using technologies. When teachers are able to apply more than basic knowledge of an application that are able to integrate technologies that will be successful in classroom projects and assignments. |
| * Successful implementation of technology innovation into the classroom is more likely when teachers are highly reflective about their own teaching practice and goals; in the sense that they consciously use technology in a manner consistent with their pedagogical beliefs. | This is quite true I learned how to become a better teacher by writing notes after a lesson or activity to adjust a problem that may have occurred or to incorporate my instructions differently to make the student’s learning process much easier. There are incidents in which I had to supply more visuals or use cooperative learning as tool. Therefore, I am more carefully about incorporating technologies that I know are more compatible for the task students are learning. |
| * Additionally, we found that successful implementation of classroom technology was more likely to occur when teachers viewed technology as the means to an end, rather than an end itself, and when they saw an intimate connection between technology and the curriculum | * This is a problem that most teachers are encountered because they feel pressured into incorporating technology into their classrooms. When teachers’ primary concern is to add technology to spice up a lesson or activity only and no formal planning on how the technologies will support the student’s learning makes learning ineffective. |
| * Our analyses suggest that socially savvy teachers were more likely to implement their projects successfully. These teachers knew the social dynamics of the school, were aware of where to go for what type of support, and were attentive to their peers. | * This is an area that I feel is a shortage for all teachers. Currently, we have one technician that is responsible for all three schools in the district. Therefore, it is often difficulty to make contact with him because of his conflicting schedule. However, I hope in the future schools will rehire technology facilitators to become teachers’ primary resource when technology issues arise. |
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